Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced National in Health and Social Care

Unit F097: Supporting healthy nutrition and lifestyles

Scenario Title: Gabi – Crohn's disease

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

This is a sample Cambridge OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes linked to this unit are:

- unit entry code F097
- certification code H125

The regulated qualification number linked to this unit is:

610/3986/X

Duration

About:

- 14 hours of supervised time (GLH)
  (work that **must** be completed under teacher supervised conditions)
- 4 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

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Information and instructions for Teachers

Using this assignment

This assignment provides a scenario and set of related tasks that reflect how people working in the health and social care sector would plan healthy and balanced meals for service users.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

Content warning: The health and social care sector requires a definite set of knowledge, understanding and skills that students must develop to successfully equip them for progression. Therefore, please make your students aware that some of the content in the specification and set assignments contains themes and topics related to health and social care that students may find upsetting. Where possible, we have provided choices in the set assignments to protect students.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 14 hours of supervised time and 4 hours of unsupervised time to complete. Students will need approximately:

- 7 supervised hours to complete Task 1
- 7 supervised hours to complete Task 2

You **must**:

- Use a Cambridge OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what they need to do in each task.
- Read and understand **all** the rules and guidance in **Section 7** of the

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Specification **before** your students start the set assignments.

- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the health and social care **Student guide to NEA assignments before** they start the assignments.

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You **must not**:

- Use live Cambridge OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the Cambridge OCR-set assignments or assessment criteria.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

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Tasks for students and assessment criteria

Unit F097: Supporting healthy nutrition and lifestyles

Scenario Title: Gabi – Crohn's disease

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

Scenario

You work as a trainee for a support agency and part of your role will be to support people with care needs to have a healthy, balanced diet and good levels of physical activity.

As part of your training, you have been asked to find out about the diet and physical activity levels of someone you know, and then make recommendations for them.

You will then help in planning support for one of the agency's service users to help them maintain a healthy, nutritionally balanced diet. This will include:

- Understanding the service user's dietary needs
- Creating a meal plan for the service user
- Gathering information to help the service user's understanding of how to incorporate ready meals in their diet
- Researching and recommending lunch clubs (or similar) available in your local area for the service user.

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Task 1

Recommending diet and physical activity for an individual you know

Topic Areas 1 and 2 are assessed in this task

Choose someone you know who is willing to take part in Task 1. If possible, choose someone who is interested in finding out more about how they could improve their diet and levels of physical activity.

- Ask your chosen individual to keep a diary of:
  - The food and drink that they consume over a seven-day period
  - Their physical activity over a seven-day period.
- Ask your chosen individual about:
  - The factors that influence their dietary choices and physical activity levels
  - How they feel their dietary choices and physical activity levels impact on their health and wellbeing.

The task is:

Write a report for your chosen individual which presents your findings about their diet and physical activity levels and makes recommendations for improvements.

Your evidence **must** include:

- The questions you asked your chosen individual and their responses
- The individual's diet and physical activity diary.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: Describe how the recommended dietary guidelines apply to your chosen individual. (PO2)	**M1**: **Assess** your chosen individual's diet over the seven-day period in relation to the recommended guidelines. (PO3)	**D1: Examine** the impact of your chosen individual's dietary choices and physical activity levels on their health and wellbeing. (PO3)
P2: Describe how the recommended physical activity guidelines apply to your chosen individual. (PO2)	**M2: Assess** your chosen individual's physical activity levels over the seven-day period in relation to the recommended guidelines. (PO3)	
P3: Describe the factors that influence your chosen individual's dietary choices. (PO2)	**M3**: **Make recommendations** for your chosen individual about their diet. (PO3)	**D2: Justify** why your recommendations about diet are appropriate for your chosen individual. (PO3)

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P4: Describe the factors that influence your chosen individual's physical activity levels. (PO2)	**M4**: **Make recommendations** for your chosen individual about their physical activity levels. (PO3)	**D3: Justify** why your recommendations about physical activity levels are appropriate for your chosen individual. (PO3)

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• The individual chosen for Task 1 must be 12 years of age or older. • Students must choose an individual to complete the diary. This could include friends, family or peers. Ethical and safeguarding issues must be considered when choosing the individual. You may ask your teacher for advice, if necessary. • Students must not choose individuals who have already completed the assignment. • Students must consider the task requirements and choose an appropriate individual who has scope to improve their diet and physical activity levels to help meet the assessment criteria. The food and drink diary must record all food and drink intake over the seven- day period, including meals, snacks, confectionary and supplements. The number of portions must also be recorded, e.g. a portion of rice or a portion of vegetables (as given in NHS 5 a day portion sizes). There is no need for exact weights and measures. • The physical activity diary must record the type and length of time for each activity that the individual participates in each day over the 7-day period. Physical activity could include walking, running, cycling, walking up and down stairs, swimming, sport, gardening, housework. This list is not exhaustive. • The student can use any method to ask the individual about the factors that influence their dietary and physical activity choices. This could be an interview or questionnaire or any other suitable method to gain this information from their chosen individual. • This element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria and the teacher must be satisfied that the student has collected this information from a suitable individual.

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P1 and M1	• Students must cover the dietary guidelines that apply to their chosen individual in relation to: RDI, Eatwell Guide, Five a day, portion sizes. • For M1 their assessment must include a comparison of their chosen individual's diet with the recommended dietary guidelines. Alcohol guidelines are not covered in this unit.
D1	• Students must look holistically at both diet and physical activity levels on the individual's health and wellbeing for their written report.
P2 and M2	• Students must cover the frequency, intensity, time and type of physical activity. For example, a 55-year-old woman would be encouraged to do weight bearing exercise three times a week, as well as cardiovascular and flexibility exercise. • Their assessment must include a comparison of their chosen individual's physical activity levels with the recommended physical activity guidelines.
P3 and P4	• To achieve these criteria students must cover lifestyle and personal circumstances, sociocultural factors, economic factors, personal preferences and, if relevant, health factors.
M3	• For M3 to be achieved recommendations must be based on the information collected about the individual and must relate to P1 and M1. Recommendations must relate to dietary guidelines and must include reference to RDI, Eatwell Guide, Five a day and portion sizes. • M3 should not be awarded if recommendations are clearly inappropriate for the individual (for example recommending a pregnant woman includes raw shellfish in her diet). • The appropriateness of the recommendation does not need to be justified for M3 – justification is in D2.
M4	• For M4 to be achieved recommendations must be based on the information collected about the individual and must relate to P2 and M2. Recommendations must relate to physical activity guidelines and must include reference to frequency, intensity, time and type of physical activity. • M4 should not be awarded if recommendations are clearly inappropriate for the individual (for example recommending a pregnant woman participates in contact sports). • The appropriateness of the recommendation does not need to be justified for M4 – justification is in D3.
D2 and D3	• Justifications must clearly relate to the recommendations in M3/M4 and be linked back to the individual.

Advice:

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- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 2

Meal planning to support the needs of a service user

Topic Areas 1, 2 and 3 are assessed in this task

The support agency has asked you to help prepare some information to support one of its service users in eating healthily. These are the agency's notes about the service user you are supporting.

Name: Gabi

Age: 79 years old

Notes: Gabi is a widow and lives on her own. She really misses her husband. He was a good cook and he used to do most of the cooking. Now Gabi tends to rely on ready meals that she can just reheat in the microwave. She has Crohn's disease, so this needs to be taken into consideration when meal planning. She finds her choice of meals restrictive so has asked for help with meal planning and budgeting to help her to make her own easy to cook meals from scratch. She feels lonely so she would also like to go for a meal outside the home sometimes and eat in the company of other people.

Likes: fish, fruit and vegetables

Dislikes: pasta, chilli, garlic

Allergies: dairy foods

The support agency has asked you to help with planning support for Gabi by completing some of the sections of her overall plan.

The task is:

- Research and provide information about Crohn's disease and sources of support.
- Create a three-day meal-plan that is suitable for Gabi. The meal plan must meet recommended dietary guidelines and Gabi's needs and be within a budget of £30.
- Provide information about ready meals, based on a budget-version and a top-of-range version of a ready meal Cottage pie from a supermarket.
- Provide information about lunch clubs (or similar) in your local area that are suitable for Gabi.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources).

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Use the assessment criteria below to tell you what you need to do in more detail.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P5: Use research to produce information about the service user's digestive disorder.
(PO4)</td><td rowspan="2">M5: Explain the impact of the digestive disorder on the service user's health and wellbeing.
(PO2)</td><td rowspan="2"></td></tr>
<tr><td>P6: Use research to produce information about the sources of support for the service user's digestive disorder.
(PO4)</td></tr>
<tr><td>P7: Create a meal plan that provides a varied, balanced diet and meets the recommended dietary guidelines and the needs of the service user.
(PO4)</td><td>M6: Explain how the meal plan provides a varied, balanced diet and meets the recommended dietary guidelines for the service user.
(PO3)</td><td rowspan="4">D4: Discuss how the service user could be supported to continue meal planning.
(PO3)</td></tr>
<tr><td>P8: Describe how your meal plan meets the dietary needs of the service user's digestive disorder.
(PO4)</td><td rowspan="2">M7: Explain how the meal plan meets the needs of the service user's personal circumstances and preferences.
(PO3)</td></tr>
<tr><td>P9: Show how the meal plan meets the budget requirements.
(PO4)</td></tr>
<tr><td>P10: Use the information on the food labels of the specified ready meals to explain which is the healthiest.
(PO3)</td><td rowspan="3"></td></tr>
<tr><td>P11: Summarise how the information on food labels can be used by the service user.
(PO2)</td><td rowspan="2"></td></tr>
<tr><td>P12: Research options for social interactions at mealtimes in your local area that would be suitable for the service user.
(PO4)</td><td>D5: Justify the best option for social interactions at mealtimes available for the service user and how it meets their needs.
(PO3)</td></tr>
</table>

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
P5 and M5	• The information about the digestive disorder must include: o a basic summary of how the disorder affects the service user including signs and symptoms o effects on appetite and choice of foods. • The digestive disorder will be given in the assignment. Research must be presented in written format and be referenced using a bibliography. • For M5 the impacts on the service user must be considered in relation to PIES.
P6	• Research on sources of support for the service user's digestive disorder must be referenced. This must include formal, informal and voluntary support. The digestive disorder will be given in the assignment. • Students must include a summary of how each source of support helps people with the digestive disorder. There is no requirement for students to refer to the individual in the assignment, or how it will meet their needs in relation to PIES.
P7	• The meal plan must be for three meals per day and the number of days given in the assignment. • The meal plan must only include meals that are cooked from scratch. Ready meals must not be included in the meal plan. • For P7, the meal plan needs to meet the needs of the service user in relation to: o their digestive disorder o the dietary guidelines o their personal circumstances and preferences.
M6	• Students must explain how the planned meals provide a varied, balanced diet appropriate for the individual in relation to **each** of: o Protein o Fats (saturated and unsaturated) o Carbohydrates o Vitamins o Minerals o Water o Fibre • Students must refer to at least two of the dietary

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	guidelines listed in Topic Area 1.1. There is no requirement to refer to the digestive disorder for this criterion. Students do not need to quantify the amount of each dietary component, or to include each micronutrient listed in the specification. Explanations can be at general level.
P9	• Students can assume that there are some basic store cupboard ingredients available such as flour and seasoning. These will not need to be costed but the key ingredients will need to be included in the costing. • Costings should only include the quantity of ingredients that they have used (for example, the cost of one serving of cereal, rather than the cost of the whole box). • Students must show the breakdown of costs per ingredient (for example, one serving of cereal = price of the box divided by the number of servings). The information can be presented in any way, as long as it is clear.
D4	• For D4 students need to consider the service user's needs and relate this to Topic Area 3.1. It must be related to the service user rather than just at a general level.
P10	• Students must compare the information on the food labels of the two ready meals. They do not need to compare the ready meals to the meals in the meal plan. • Students must explain how they have used the information on the labels of both ready meals when deciding which is the healthiest choice. Students can decide that either ready meal is the healthiest as long as their explanation is supported by the information on the labels. • As a minimum, students must reference, energy, fat, saturates, sugars and salt.
P11	• The student must cover how the service user can use the information on food labels when choosing what to eat and relate it to recommended dietary guidelines, ingredients, the service user's preferences and the digestive disorder.
P12 and D5	• Research on sources of support for social interaction at mealtimes should relate to Topic area 3.3. They can be in local area, or a wider area, depending on availability. Students can include consideration of the location and availability of these sources of support in their work in D5.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions.
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion
Research	• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

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- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

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